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ABSTRACT

Beginning with a summary of a 1983 roundtable discussion held by education officials in Canadian universities and government, this report provides a general overview of multicultural early childhood education in Canada. Activities in each province are described. In British Columbia, for example, a successful Native Infant Program on Vancouver Island combines traditional Native American and current techniques to teach child-rearing. Research also is being done in British Columbia on early childhood English as a Second Language (ESL), ethnic studies, and multiculturalism. Other projects in Alberta, Saskatchewan, Manitoba, Quebec, Ontario, and the Atlantic Provinces also are discussed. The document takes special note of Canadian groups working to develop Preschool ESL programs. Also noted are issues that have emerged from the discussions of the Canadian Council on Multicultural and Intercultural Education and other groups; and various suggestions regarding the issue of multiple jurisdictions, courses and content; and the importance of individuals and organizations are offered. It is concluded that multicultural education is just beginning to be considered within early childhood education in Canada, as evidenced by the increasing number of related associations and administrators who are advocating for effective preparation of educators in dealing with children from immigrant backgrounds and backgrounds in which English is not spoken. The fact that early childhood education is not considered to be a strictly educational concern may pave the way for more federal involvement, particularly for providing information and training. While provinces grapple with the question of ministries' responsibilities, the federal government can assist in determining the direction of these developments. The document includes a suggested reading list of 10 items. (TES)

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STATUS REPORT ON MULTICULTURAL EDUCATION IN EARLY CHILDHOOD EDUCATION

by
Karen R. Mock

A MULTICULTURAL STUDY PAPER

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STATUS REPORT ON

MULTICULTURAL EDUCATION

IN

EARLY CHILDHOOD EDUCATION

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1984

The views expressed in this paper are the author's own personal assessment of the situation and do not necessarily represent the views of the Minister of State for Multiculturalism nor those of his officials.

THE MULTICULTURAL STUDY PAPER SERIES

This paper is one in a series being prepared on issues and areas related to multicultural education and/or race relations. These papers are designed to provide information on newly developing areas which have not to date been well documented. They are exploratory pieces aimed at stimulating further thought and discussion and therefore should not be taken as definitive statements on the issues they address.

They will be updated as new information becomes available. The Multiculturalism Directorate welcomes readers' comments. Please forward your comments and suggestions in writing to:

Multiculturalism Canada
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Note: This study paper has been elaborated by a Cross-Canada survey of Multicultural Education programs and needs in Early Childhood by Dr. Karen Mock. Copies may be obtained by writing to the Multiculturalism Sector of the Secretary of State at the above address.

STATUS REPORT ON MULTICULTURAL EDUCATION IN EARLY CHILDHOOD EDUCATION

At the annual conference of the Canadian Society for Studies in Education (CSSE) held in June 1983, the Early Childhood Education Group of the Canadian Association for Teacher Education met to discuss the "state of the art" in early childhood teacher education. The author focussed part of the round table discussion on the present status of multicultural education in the teacher training departments around the country. Individual reactions ranged from embarrassment to optimism, as members of the forum responded to the perceived needs, present programs and problems, and possible directions for the future. This paper includes a summary of that discussion, and gleanings from various comments and events following the meeting. Suggestions for future directions the field might take at this time are offered.

For purposes of this paper, and typically in most provinces, Early Childhood Education (ECE) refers to programs involving the care and education of children from birth to eight years of age. This includes day care, nursery programs and preschools, as well as kindergarten and some primary classrooms.

In most provinces, certifiction as an Early Childhood Educator is possible after a one- or two-year diploma course in a community college. University education departments may offer three or four-year programs concurrently with a Bachelor of Arts degree. There is some opportunity for graduate work. Emphasis in ECE courses is on child development, curriculum and programming for young children, and family dynamics. All ECE programs have a large practicum component.

Most settings that offer programs for very young children (day care, nurseries, preschools) come under the auspices of the ministry responsible for community or social services. However, programs operated by school boards (e.g. junior and senior kindergartens) are the responsibility of the Ministry or Department of Education. Teachers in these latter programs usually require teacher certification from the education ministry, even if they have ECE certification. Teacher certification requires attendance at a recognized teachers' college, faculty of education, or the equivalent.

Early Childhood Teacher Education

The round table discussion on the state of the art of multicultural education at the early childhood level included approximately 15 representatives of university

teacher education faculties or departments of early childhood education across Canada. Developments in Multicultural Early Childhood Education varied considerably from province to province and are summarized below.

British Columbia

A successful Native Infant Program on Vancouver Island is carried out by Native infant workers who were trained through the Early Childhood Department of Malaspina College. The curriculum combines Native and current developmental practices, and The Teaching of the Elders, a booklet describing the traditional teachings about child rearing, has been prepared.

No formal inclusion of Native or multicultural education in the training of early childhood teachers appears in the regular program at the University of Victoria; however, those faculty members who believe it is important include relevant discussions in their courses on contemporary issues in early childhood, or mention multicultural concerns wherever deemed appropriate when discussing child development. This is left to the discretion of individual faculty members.

At Simon Fraser, the director of the teacher training program, like her predecessor, is much involved in and committed to multicultural education. There is an elective course in Multicultural Education that attracts 25-30 students per year and appears to be highly successful. This course does not necessarily include early childhood students, although a few may be in the class by choice. The instructor of the summer course in Early Childhood Education at Simon Fraser teaches the course with a multicultural and Native education emphasis; however, the regular staff person for the Early Childhhood course does not appear to provide a multicultural emphasis in the program during the academic year.

Some research projects in Early Childhood ESL (English as a Second Language) are being conducted under the aegis of the Child Study Centre at the University of British Columbia. Work is also being done in race relations, ethnic studies, and multiculturalism, and an optional course includes these topics; but, again, this may or may not be chosen by early childhood candidates.

Most of the training in multiculturalism for early childhood teachers in British Columbia (as in many of the

other provinces) is conducted not through the faculties of education or teacher training facilities, but rather through the professional associations or boards of education. Samples of these programs will be described below.

Alberta

From the representatives at the discussion table, it appeared that multicultural education in Alberta varied considerably from region to region within the province. One person reported that in her area no such education existed, and that teacher training reflected only white middle class culture. However, a member of the faculty at the University of Calgary commented that in her area young children could attend schools in seven languages (French, German, Ukrainian, Hebrew, Arabic, Chinese and Native). These schools ran immersion or heritage language programs and were supported by public funds. Parent involvement was extensive and cultural aspects greatly emphasized.

As a result of this diversity in the school system, multiculturalism is being touched on in the ECE program at the University of Calgary; some courses are in the planning stages. An annual conference in the fall will include multicultural education. Currently an in-service credit course is offered for teachers. But, according to the discussant, multicultural teacher education is "just starting to come into the mainstream."

Saskatchewan

Among educators and teacher educators in Saskatchewan, multiculturalism is being woven into most of what is taught. The thrust is evident in efforts to help teachers become sensitive to multicultural issues, Native concerns, and strategies for intercultural communication.

At the University of Saskatchewan, a faculty member reported that the associate dean and one other faculty member are active in the provincial Multicultural Association, so multicultural education courses and programs are encouraged and usually receive administrative support. At this point in the discussion, several participants commented on how crucial the attitude of any department administration was regarding multiculturalism. Attitudes can range from racism and bigotry to enthusiastic support and leadership in the area, determining the success or failure of attempts to implement innovative courses with a multicultural focus.

The provincial association affiliated with the Canadian Council on Multicultural and Intercultural Education (CCMIE) will be holding its annual conference at the University of Saskatchewan in the fall. The present author has been invited to give a workshop on Multicultural Early Childhood Education; this indicates an awareness of multicultural education in ECE as an area of interest.

A University of Regina faculty member commented that, in her department, people either dealt with multiculturalism because they wanted to, or ignored it and pretended it was not there. People were confused because of the uncertainty of the meaning of the terms used. As a result, a task force was set up in the faculty, and a report was made last spring. The task force recommended not to offer a separate course, but to infuse multiculturalism throughout all the courses in the education department. That is, faculty members would be responsibile for helping students understand the process of teaching in a multicultural society. The report has not yet been put into effect; in the words of one faculty member, "while it will not change the calendar, it will change expectations."

The possibility remains that with this sort of approach, certain important issues may be dealt with superficially or in passing, or students might tire of and even come to resent hearing the same comments again and again without being able to come to terms with their own attitudes in any depth. On the other hand, if the "infusion" approach leaves the students with an understanding of and appreciation for multiculturalism as an underlying ethic behind all aspects of education, then the proposed approach will be considered successful.

Manitoba

While not represented at the recent meeting of the Canadian Association on Teacher Education (ECE), the Faculty of Education at the University of Winnipeg has long been active in multicultural teacher education. Courses are offered on an elective basis for students planning to work with children at the early childhood level. Yet, as Manitoba was one of the first provinces to hold a conference on multicultural education, and was the location of the first national conference on multicultural education (Building the Bridges, November, 1981), educators there are likely aware of multicultural concerns extending to the early childhood level. The author is not aware of any programs or developments specifically aimed at this level, and a thorough investigation was beyond the scope of this paper.

Ontario

An elective course is offered in ethnic and cross-cultural studies in the Faculty of Education at the University of Toronto: however, in the Early Childhood Program (Institute of Child Study) at the University of Toronto, no course deals specifically with multiculturalism in education. This year one faculty member invited the author as a guest speaker on the topic of Multicultural Early Childhood Education in a class on curriculum and programming, again, indicative of an interest in this area.

Until last year, the Early Childhood Department of Ryerson Polytechnical Institute in Toronto had a compulsory course for all third year students entitled "Education in a Multicultural Society." This course was developed and taught by the author for four years and was the only required course in multicultural education for pre-service teachers offered across the country. It is described elsewhere (Mock, 1983). The author having left Ryerson, the administration decided to merge that course with another course previously entiled "Family and Community Resources," a course on parenting and resources available to families. The new course will have the title "The Family in a Multicultural Society" and, according to one of the instructors who will team teach the course, it will focus on family systems and variations in family life-styles with a cross-cultural approach, rather than focussing on education. Without evaluating such course changes prematurely, it appears that several important aspects of teacher preparation for multicultural early childhood education will have to be omitted, and, more significantly, that important ground has been lost in the development and implementation of effective courses in multicultural teacher education.

In Ontario, as in many other provinces, while most early childhood teachers have had no pre-service training in multicultural issues, the thrust for in-service training is coming from the professional associations and the teachers themselves. For example, the Association of Early Childhood Education of Ontario (AECEO) has invited the author to conduct an all day preconference institute on Multicultural Early Childhood Education at its annual conference this spring, and local school boards and day care facilities have made similar requests. It is clear that practitioners have become aware of the need for effective sensitization and training of early childhood educators to work more effectively with young children and families from a variety of cultural backgrounds. Further discussion of examples of activities of professionals in the field will follow below.

Quebec

In the Early Childhood Education Department at Concordia University, a course is offered on Cross-cultural Education on an elective basis. Ethnic studies and extensive research projects on ethnicity and education are being carried out in the Faculty of Education at McGill, but not specifically directed at ECE candidates.

Two students at the University of Quebec in ECE at the Master's level are conducting research on the relationship of the cultural values of the teacher to teaching, and examining ethnicity as a variable. One discussant reported that although the faculty itself is multicultural at the University of Quebec, multiculturalism as an issue does not necessarily have the support of the administration. Some faculty members were questioned when going into early childhood classrooms to assist parents and children of immigrant families adjust to the Canadian cultural context, particularly because the approach was to attempt to facilitate adjustment by working with the immigrants in their native language.

The political situation in Quebec, vis-ă-vis language and education policy, would make the usual interpretation of multicultural early childhood education less likely to be accepted officially, because the thrust now, particularly for the children of immigrants, is towards francophone education in the public system. Groups committed to cultural retention are permitted to set up their own schools if they wish a cultural emphasis other than French Canadian. Those committed to multicultural education have a particular challenge in the Quebec context.

The Atlantic Provinces

Most likely because of the distances involved in attending the meeting of the ECE group last year in Vancouver, the Atlantic Provinces were not represented at the round table discussion on the status of multiculturalism in early childhood education. However, the author is aware of some developments in this area.

The Atlantic Provinces are the most ethnically homogenous in Canada. This is reflected in most teacher training facilities having no courses, even electives, specifically directed at multicultural issues. For example, although the Nova Scotia Department of Education has an Ethnic Services Division, the Department of Education at

Dalhousie University does not offer ethnic studies nor intercultural concerns as part of its teacher training program. Whatever thrust there is in the area of multicultural teacher education at any level comes either from the teacher's unions or the Human Rights Commission (the latter for professional development sessions in race relations). It is important to note, however, that many of the programs in multicultural education for teachers do not include the early childhood level (day care, nursery school, preschool), although some kindergarten teachers may attend. For example, the Nova Scotia Teachers' Union, in cooperation with the Ethnic Services Division of the Department of Education and the International Education Centre at St. Mary's University, are in the midst of a three-year project aimed at sensitizing all teachers in Nova Scotia to the implications of teaching in a multicultural society. However, early childhood educators are not under the jurisdiction of the Ministry or Department of Education, nor are they members of the teachers' union unless they have a teaching certificate and are employed by a school board. This situation is not unique to the Atlantic Provinces, but across Canada the care and education of young children comes under the jurisdiction of multiple ministries. Depending on the aspect of care in question, the responsibility may lie with the Education Ministry, Citizenship and Culture, Community and Social Services, Department of Health and so on. This may be one reason why the impetus for multicultural early childhood education, when it does happen, comes from the professional associations.

The Atlantic Regional Children's Conference, held in Charlottetown in the fall, was cosponsored by the P.E.I. Department of Health and Social Services, the Early Childhood Development Association of P.E.I., Secretary of State, the Canadian Congress on Learning Opportunities for Women, and the West Prince (P.E.I.) Early Childhood Association. An individual from the P.E.I. Multicultural Council was on the planning committee, with the result that the author was invited to be a resource person to speak on "Enhancing Cultural Awareness in Early Childhood Programs." Thus, in the Atlantic Region, as in most other regions across Canada, this year most conferences of early childhood educators include a multicultural component, indicating an increased awareness and concern about multicultural education in early childhood.

Preschool ESL

A description of the status of multicultural education

at the early childhood level would not be complete without a discussion of the work of various PRESL (Preschool English as a Second Language) Associations across the country. PRESL members are early childhood educators committed to better meeting the needs of non-English speaking preschool children. A recent article by Gyda Chud of Vancouver summarized their concerns as follows:

> Preschool and day care staff are acutely aware that their teacher preparation programs do not address in depth either the theoretical or practical implications of working with ESL children. While ECE graduates demonstrate competency in knowing the individual child, program planning, and interacting with families, the length and design of the course of studies does not permit a comprehensive examination of the specific attitudes, knowledge and skills requisite to meeting the needs of ESL preschoolers. Given the increasing enrolment of immigrant and Canadian born non-English speaking children in early childhood facilities, preschool personnel recognize the urgency of addressing these issues both for their own personal and professional development as well as for the children in their care. (1983)

The Ministry of Education of British Columbia has just released a list of the required competencies for an early childhood educator (other provinces are formulating similar lists), but there is no mention of multiculturalism or related issues in the new competencies. The PRESL Committee of the Association of Teachers of English as an Additional Language (TEAL) is an active group in British Columbia and has cosponsored a pilot project on Teacher Training in ECE/ESL with the ECE Continuing Education Department of Langara Campus, Vancouver Community College. A highly successful symposium entitled "Preschool and the ESL Child" in 1980 encouraged the creation of this in-service course and led the PRESL group in B.C. to recommend to the Ministry of Education that Early Childhood Education competency based programs be augmented to include:

- information regarding second language learning, cultural heritage and traditions, and diverse child rearing practices among cultural and ethnic groups;

- sensitization to the issues of adjustment and transition as faced by immigrant families;
- skills and knowledge to implement multicultural programming in early childhood settings;
- the development of appropriate approaches to parent education programs for parents of ESL preschoolers.

The PRESL Committee agreed that since so many aspects needed to be covered, the material could not be combined with any other course or done in one or two days of workshops, but required a full semester of study to adequately address the multifaceted issues in multicultural and ESL programming for these children. A detailed summary of the goals and outline of the course of study may be found in Chud, G. "Working with ESL Preschoolers: Meeting the Needs of the Whole Child." TEAL Occasional Papers, 1983, Vol. 7, 61-68.

Another example of the important activity in Preschool ESL relevant to multicultural education in early childhood is to be found in the nursery program at the Ontario Welcome House in Toronto. Operated by the Newcomers Services Branch of the Ontario Ministry of Citizenship and Culture, what started off as a babysitting service for parents attending English classes has become a model for a preschool ESL program and, more importantly, for a multicultural early childhood education program. The author contends that a good preschool ESL program is nothing more than a good early childhood program in general, staffed by well-qualified early childhood educators who are sensitive to individual differences in children and have been prepared to meet the cognitive, social, emotional, and physical needs of children from a variety of backgrounds. The Welcome House preschool serves as a practicum site for student teachers who are interested in working with immigrant children, and as a model for practicing teachers who wish to create a more multicultural environment in their own day care centres or classrooms. Material is available on the Newcomer Preschool through the Newcomer Services Branch of the Ontario Ministry of Citizenship and Culture.

Both in the area of early childhood teacher education and ECE/ESL, other programs of which the author is unaware are undoubtedly offered currently. The above samples serve merely to illustrate a growing interest and concern in multicultural early childhood education across the country. This interest has been spread through the discussions of the

Canadian Council on Multicultural and Intercultural Education (CCMIE), through the activities of only a handful of faculty members in teacher training institutes, and through the interest of many people working in preschool ESL programs.

Issues and Future Directions

Several issues emerge from the above discussion that are relevant in determining future directions in the development of multicultural education in early childhood education. The main issues are: multiple jurisdiction, courses and content, and individuals and associations.

Multiple Jurisdiction

As was described above, the care and education of children from birth to eight years of age comes under the jurisdiction of a variety of provincial ministries. The specific ministry involved depends upon the type of program and the services rendered. This issue of multiple ministries poses a problem for both practitioners and clients alike, primarily because of the lack of coordination of planning, funding, implementation and evaluation of programs, and also because of confusion in interpreting legislation and in understanding the appropriate lines of communication when lobbying for change.

The issue of jurisdiction and responsibility has important relevance for multiculturalism in early childhood education and may account for some of the variations and inconsistencies in multicultural education at this level. For example, in a given province, the Ministry or Department of Education may have a multicultural or ethnic studies department and be committed to helping teachers become more effective in a multicultural Canada. This consciousness raising may reach kindergarten teachers and other personnel involved with young children through the local boards of education or the teachers' federations if they are active in the area of multiculturalism. However, in the same province, the Ministry of Community and Social Services (or its equivalent) may have no policy regarding multiculturalism and may not encourage any particular awareness or consciousness about meeting the cultural background needs of young children and families. As a result, the early childhood educators who are child care workers in day care centres or teachers in nursery schools and other preschool programs will receive little, if any, support or professional development in working with clients from a variety of backgrounds in a social service context. Thrusts in this area are left to the initiative of individual agencies.

The issue of multiple jurisdictions in early childhood education, while a problem for many professionals in the field and for many clients, may be an advantage when it comes to multicultural education, at least from the point of view of the federal government and those people interested in more rapid developments in this field. That is, ever since the BNA Act made education clearly a provincial responsibility, any interference or even interest from the federal government is often regarded with suspicion. However, that services provided to young children are not regarded (at least politically) as only educational, leaves the door more open for federal involvement. Our young children are indeed a national resource, and, as such, any input to the children, their parents and their teachers that will help our most precious resource to contribute most effectively to our multicultural society will be an investment with a high return. Virtually thousands of people in every province are involved full time in the care and education of young children who do not fall under the jurisdiction of the provincial education system. These people need to be reached, and many are asking to be reached by anyone who can help them deliver service more effectively in their multicultural communities. This is an opportunity that should not be missed by those interested in multicultural education, particularly because most early childhood educators have a strong background in child development and family studies and readily accept the developmental rationale for multicultural education at the early childhood level (see Mock, 1981, 1982).

Courses and Content

Multiculturalism means understanding and functioning comfortably within more than one cultural context. When it begins in preschool, it must be an integral part of everyday experiences in play, language, art, music, and so on. It must not take the form of "lessons" about people and places remote from the child's experience. Such an infusion of multiculturalism throughout the curriculum is in keeping with the way young children learn, that is, from their experiences and through modelling their teachers, parents, and peers. At the risk of being repetitive, multiculturalism must be an underlying ethic behind everything we do in the education of children. Teachers will find it helpful to have multicultural activities and resources available to enhance their present curricula, not to replace them. Two such resource books of multicultural activities for early childhood teachers are about to be published with the help of the Secretary of State, and will assist teachers in making their programs more multicultural.

However, adult learners learn differently from young children. For one thing, they have had many years to build up biases, prejudices and stereotypes, values and attitudes. In addition, older children and adults are quite capable of increasing their knowledge and even changing their attitudes as a result of abstract learning as well as experiential learning. As such, it is not enough to say that teachers and future teachers should have multiculturalism infused throughout their courses of study and hope that by a process similar to osmosis they will become teachers fully aware of the implications of teaching in a multicultural society. Teachers need to have the opportunity to become aware of their own values and biases, and this takes particular skill from someone well informed in group dynamics to avoid the danger of alienation and hostility that might result if such value-laden material is not handled effectively. Teachers must study strategies of promoting race relations, and must understand immigration and culture change related to personal adjustment as well as to the Canadian historical context. Teachers also need to know enough about the effects of culture and about a variety of cultures to recognize cultural differences in behaviour and not label them inappropriately. In addition, they need to know about resources available to facilitate their independent learning about their clients when the need arises. The list could go on to include intercultural communication strategies, cross-cultural child rearing practices, implications of parenting in a multicultural society, and so on.

As with any course, but particularly one that is so attitudinal, multiculturalism must be taught to teachers by people who are fully committed to the ideals of multiculturalism and can model the very behaviour about which they are teaching. If an education faculty decides that rather than teach a course on ethnicity, multiculturalism, race relations, or cross-cultural education, it will instead require that a multicultural focus be part of every course, what sounds like an ideal may be the opposite. What appears on the surface to be a liberal, pluralistic view may result in only a superficial, lip-service type of treatment of some very important issues in education today. Sensitizing teachers and prospective teachers to the needs of children in a multicultural society is too important to be left to chance or to the discretion of individual faculty members who may or may not be truly committed to the ideals of multiculturalism (and who may even resent being asked to adapt their courses in that direction). The lessons learned non-verbally by their students may be opposite to the lessons they need to learn about teaching in a multicultural society.

Some of the teacher educators across the country working on courses in multicultural education participated in a forum on Multicultural Teacher Education at the national conference in Winnipeg in 1981. At that time the course taught by the present author was the only one at the early childhood level. Hopefully, by the next national conference (Toronto; November 1984), there will be more courses in place across the country. This may be another important area for federal involvement.

Individuals and Organizations

It became clear from the round table discussion and from developments since the CSSE conference that the presence or absence of multicultural education at the early childhood level depends upon the presence or absence of key individuals who are interested in and committed to the concept. Multiculturalism has been a federal policy for 12 years, but has not filtered down to most educational institutions as a matter of policy. Important work must be done in sensitizing (and/or pressuring) the administrative levels of departments and faculties of education in this regard. In many areas, bringing multicultural education to established institutions is an isolating, exhausting struggle, and may be particularly difficult if the advocate of multicultural education is a member of a minority group or new to a staff and, in either case, unaware of the appropriate strategies to use to effect any change in the system. These individuals need support from each other and from organizations or associations where they can interact with people who are working towards the same goals. Such is the role of conferences, study groups, provincial multicultural associations, the Canadian Council of Multicultural and Intercultural Education, and so on. This support (both moral and actual) is vital if committed individuals in the field are to continue their activities. Including Early Childhood Education as part of this important network will increase the probability that more teachers and, therefore, more children will be reached, and that multicultural education in early childhood education will not continue to be advocated by only a few.

Summary

Multicultural education is just beginning to catch on in early childhood education. A number of provincial early childhood associations are including workshops in multiculturalism at their annual conferences this year, and the supervisors of Preschool ESL classes are becoming more

vocal in advocating more effective preparation of early childhood educators in dealing with children from immigrant and non-English speaking backgrounds. Pre-service and in-service courses in multicultural education are not as available to early childhood educators as they are to teachers trained in faculties of education for the elementary or secondary levels or teachers employed by school boards. However, some ECE departments are interested in developing courses in multicultural education and in increasing awareness regarding multicultural concerns. At the present time no policies specifically outline multicultural training as part of early childhood educator competencies. Existing programs are the result of the efforts of individuals, interested in the issues, in departments where multiculturalism receives support from the administration.

[illegible] Early Childhood Education is not considered a strictly educational (and, therefore, provincial) concern may pave the way for more federal involvement in this area, particularly in bringing programs or training courses to the professionals who are asking for it, and also in helping develop appropriate guidelines for increasing multicultural awareness. While the provinces grapple with the question of who should look after the children (one ministry or several) the federal government can assist in determining the direction of these developments for the sake of our greatest national resource, our children.

In this paper, suggestions have been made regarding the nature of courses on multicultural education at the early childhood level and they are elaborated elsewhere (Mock, 1983). It is important that educators involved in this area receive support from one another and from associations and agencies (government and otherwise) committed to multiculturalism, in order that the work begun in multicultural early childhood education might continue to flourish.

Suggested Readings for Multicultural Education in Early Childhood Education

Aboud, Frances E. "Interest in ethnic information a cross-cultural development study." Canadian Journal of Behavioral Science 9, 1977, 134-46. Conducted in Vancouver, this study described the development of ethnic awareness in children ages four to six.

Allen, Sheila. "Preschool children: ethnic minorities in England." New Community, 8, 1979, 135-42. This article discusses the relationship of childcare situations to children's ethnic identification.

Chud, Gyda. "Working with ESL Preschoolers: meeting the needs of the whole child." TEAL Occasional Papers, 7, 1983, 61-68. This paper describes the rationale, implementation and outline of a teacher training program for ECE/ESL conducted in Vancouver.

Dotsch, Julie. "Ba Hong: A Vietnamese child in an Ontario nursery school." TESL TAlk, 10, 1979, 27-29. This paper briefly describes the Ontario Welcome House nursery program through the adjustment of one immigrant child. See also The Newcomer Preschool, a manual for PRESL programs.

Mallea, John R. and Shea, E.C. Multiculturalism and Education. Toronto: Ontario Institute for Studies in Education, 1979. An annotated bibliography which contains a section on early childhood education.

McCreath, Peter. (Ed.) Multiculturalism: a Handbood for Teachers. Halifax: Nova Scotia's Teachers' Union, 1981. Although not specifically geared towards ECE, this handbook provides a good selection of relevant readings and is an example of the initiative being taken by teachers' federations and professional associations.

Milner, David. Children and Race. London: Penguin, 1975. This book reviews the process whereby children learn about racial awareness, attitudes, and identity, and provides an extensive literature review. It discusses the relationship between mental health and race awareness and the role of education in both.

Mock, Karen R. "Multicultural Education at the Early Childhood Level: a developmental rationale." Paper presented at the National Conference on Multicultural Education, Winnipeg, 1981. Published in K. McLeod (ed.), Multicultural Early Childhood Education: A resource book for parents and teachers, Toronto: Guidance Centre, 1984

Mock, Karen R. "Early Childhood Education in a Multicultural Society." Multiculturalism, Vol. V, No. 4, 1982, 3-6. This article stresses the need for multicultural early childhood education and effective teacher preparation. A specific course is briefly described, and another article in the same issue describing a multicultural preschool setting was written by students in the course. The issue is devoted primarily to multiculturalism in early childhood.

Mock, Karen R. "The Attributes of a Successful Multicultural Teacher." The History and Social Science Teacher, forthcoming issue on Enhancing the Multicultural Climate of a School, J. Kehoe (ed.) in press. Characteristics of a successful multicultural teacher are described, and the strategies used in a course to prepare that teacher are elaborated. Issues involved in teaching such a course are also discussed.